

# ***Connecticut Accountability for Learning Initiative***



## **Description of Professional Development Opportunities**

### ***1. Classroom Data: Feedback, Follow-Up and Follow-Through***

This two-day training gives instructional leaders guided practice on the analysis of everyday data (e.g., lesson plans, student work, attendance data).

During this interactive seminar, participants will learn how to:

- use teacher observation to focus on student work;
- apply current research on teacher feedback to students;
- support teacher collaboration and/or a data team process;
- provide instructional feedback; and
- follow-up and follow-through as an instructional leader.

### ***2. Common Formative Assessments (CFA) - Basic Training***

The purpose of this two-day basic training is to build the knowledge and skills of educators on how to develop CFA to inform instruction. CFA are assessments that are administered to all students in a grade level or course prior to beginning a unit of instruction. Participants analyze student assessment results in Data Teams to plan for differentiated instruction.

During this interactive seminar, participants will:

- learn the value of and how to use CFA to inform instruction;
- learn general guidelines for effective item writing;
- develop selected-response and constructed-response CFA items that are aligned to standards and expected learning outcomes;
- create scoring instruments to accompany items; and
- understand how to use CFA in the Data Team process.

### ***3. CFA - Certification Training***

The purpose of this three-day certification training is to build the knowledge and skills of educators who will provide basic training and continuous, on-site professional development as an essential part of a long-term, sustainable plan. Participants at this certification training will increase their own “assessment literacy” so that they can confidently present the basic training and provide educators with follow-up technical assistance as needed.

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### ***4. Data-Driven Decision Making/Data Teams (DDDM/DT) - Basic Training***

This two-day seminar is for classroom educators and school leaders. DDDM/DT will assist educators in making leadership and instructional decisions based on data.

The six-step DDDM process includes:

1. Conducting a Treasure Hunt;
2. Analyzing Data to Prioritize Needs;
3. Establishing SMART Goals;
4. Selecting Specific Strategies;
5. Identifying Instructional Strategies; and
6. Determining Results Indicators.

Each step will take participants deeper into new systems of thinking and applications of data.

During the seminar, participants examine their own student data so that the process is presented and understood in context. By the conclusion of the workshop, participants will have learned the process and made concrete improvement decisions about their district or school.

The DDDM process is designed for district level and building level teams. The Data Team training is designed for grade level or content level teachers. The teacher teams collaboratively analyze data from CFA and student work to identify strengths and weaknesses in student learning. Teachers then select Effective Teaching Strategies that will best address the students and the standards-based learning objectives. Student progress is monitored and the process continues at the next meeting.

### ***5. DDDM/DT - Certification Training***

The purpose of this three-day certification training is to build the knowledge and skills of educators who will provide basic training and continuous, on-site professional development as an essential part of a long-term, sustainable plan for the school system. Participants will gain a deeper understanding of the seminar content in addition to learning how to support and guide professional development throughout the year in analyzing data, setting goals and implementing strategies for improved teaching and learning.

### ***6. Coaching Instructional Data Teams***

This one-day training is designed to provide tools, skills, strategies and resources to assist educators in implementing the Data Team process. The target audience for this training is instructional coaches, school leaders and Data Team leaders who are responsible for supporting teachers as they implement the Data Team process. Successful completion of DDDM/Data Team Basic training is a prerequisite to attend this session. School or district teams are encouraged to attend.

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### ***7. Effective Teaching Strategies (ETS) - Basic Training***

This two-day seminar is designed for school and district leaders, classroom teachers and instructional specialists. In order to maximize student learning opportunities, teachers must plan effective lessons that not only consider the concepts that students must know, but also the specific instructional strategies that will help teachers get the job done. Specific strategies in each of the nine categories of “*The Art of Science and Teaching*,” plus nonfiction writing will be shared and participants will apply each of the categories to current lessons or future units and plans. This seminar is highly interactive and teachers appreciate the opportunity to collaborate with colleagues to learn about what other teachers are doing to achieve success in their classrooms.

During this interactive seminar, participants will:

- learn about the ten categories of ETS;
- understand how to use these strategies when planning lessons;
- learn how to apply the strategies to meet specific student needs;
- examine the most effective way to write thorough lesson plans and deliver instruction utilizing effective methods; and
- learn strategies and techniques that are more beneficial to certain learning situations and students.

### ***8. ETS - Certification Training***

The purpose of this three-day certification training is to build the knowledge and skills of educators who will provide basic training and continuous, on-site professional development as an essential part of a long-term, sustainable plan. Participants will gain a deeper understanding of ETS, in addition to learning how to support and guide professional development throughout the year in analyzing data, setting goals and implementing strategies for improved teaching and learning.

### ***9. Coaching ETS***

This one day module is designed to support coaches and instructional leaders who are supporting teachers in the selection and implementation of Effective Teaching Strategies. Participants must have completed ETS Basic Training to be eligible to attend this session.

### ***10. Engaging Classroom Assessments: Designing and Developing Performance Assessments (ECA)-Basic Training***

This seminar demonstrates how a practitioner can create a standards-based performance assessment that can be implemented immediately in the classroom. ECA takes the struggle out of working with standards and assessments (formative and summative) by specifically identifying key concepts and skills in essential standards, building tasks that require students to “show what they know” in regard to the “unwrapped” standards, and agreeing on proficiency for each of the tasks. Additionally, the learning experience during the seminar, as well as for the continued work, promotes effective collaboration by educators.

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During this two-day interactive seminar, participants will:

- understand why performance assessments are powerful instructional and assessment vehicles for all learners in a standards-based system;
- improve standards and assessment literacy through deeper understanding of the 10-step performance assessment process;
- learn how to create a first-draft performance assessment;
- answer the questions, “Why use performance assessments?” and “What are the components of a quality performance assessment?”

### ***11. Improving School Climate to Support Student Achievement: Creating Climates of Respect – Basic Training***

This two-day seminar focuses on the essential elements that are necessary to establish a positive and respectful school climate. Creating and maintaining a physically, emotionally and intellectually safe learning environment is a precondition for realizing optimal student academic achievement. Participants will be given the principles, practices and strategies leading to school climate improvement. Information about the importance of school connectedness, the lessons learned from the rampage school shootings, the nature of bullying and other central seminal research is presented. Collectively, administrators, teachers, pupil personnel staff, paraprofessionals and other school staff are provided with both a context and concrete direction enabling them to gain the understanding necessary to collect appropriate data, create school climate improvement plans and implement them in their respective schools.

During this interactive seminar, participants will:

- understand the impact of school climate on the developing brain and student achievement;
- identify the essential elements of positive school climate as they align with Data Teams, CFA and Scientific Research-Based Interventions;
- explore practical structures and strategies that prevent and address bullying and school violence by creating physically, emotionally, and intellectually safe learning environments;
- learn about the significance and elements of school connectedness;
- examine the profiles of the “rampage” school shooters in the context of school climate; and
- learn concrete practical strategies and steps toward creating and implementing strategies to improve school climate.

### ***12. Improving School Climate to Support Student Achievement: Creating Climates of Respect - Certification Training***

The purpose of this three-day certification training is to build the knowledge and skills of educators who will provide basic training and continuous on-site professional development and technical assistance for improving school climate as an essential part of a long-term sustainable plan. Participants of this certification training will increase their

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own understanding of the elements necessary to create positive climates for the entire school community.

### ***13. School Climate for Leaders***

This two-day seminar focuses on the essential elements that are necessary to establish a positive and respectful school climate. During the seminar, participants will:

- understand the impact of the quality of the school climate on the developing brain, academic engagement and student achievement;
- examine the implications of school climate when building a system of holistic accountability;
- understand how school climate is related to Scientific Research-Based Intervention; and
- explore practical structures and strategies that prevent and address student disengagement, “bullying,” and school violence.

### ***14. Leading Change and Getting Everyone on Board***

In this two-day seminar, participants will learn about strategies leaders can use to engage key stakeholders and lead desired change. The work during this seminar will focus around four key facets of change:

1. identifying the right work;
2. choosing and developing the right team;
3. selecting the right processes and tools for your specific change; and
4. getting everyone on board...even the resistors!

### ***15. Paraprofessional Module: Understanding the Connecticut Accountability for Learning Initiative (CALI) - Basic Training***

This one-day module will provide an overview of the components of CALI. Participants will gain a better understanding of the essential elements of each component and how they can support teachers as they implement these elements.

In this interactive seminar, participants will:

- learn about CALI and why it is a priority of the Connecticut State Department of Education (CSDE);
- develop tools for documenting information that enables teachers to plan or modify lessons to accommodate the different learning needs of children;
- explore how paraprofessionals can assist teachers with maintaining environments that create a physically, emotionally and intellectually safe environment for all learners;
- learn the ten ETS and how paraprofessionals can reinforce these strategies during individual or small group instruction; and
- understand how and why teachers use data to make instructional decisions.

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### ***16. Scientific Research-Based Interventions (SRBI) Basic Training***

This training will provide participants with a basic foundational overview of SRBI. The learning objectives for this one day training are:

- create a common understanding of SRBI;
- demonstrate good practice at Tier I in various content areas and grade levels;
- practice problem solving and decision making;
- design possible solutions to address challenges in your Tier I classroom;
- define and discuss what Tier II/Tier III instruction looks like.

### ***17. Implementation of SRBI***

The purpose of this training is to help participants gain a practical understanding of the SRBI Framework and its implementation through reading, reflection and interactive activities.

During this two day training, participants will:

- experience the process (Tier I, II, III);
- decide what assessment they might use after “experiencing the process”;
- see some examples of assessments and strategies;
- understand continuum of assessment